

## LESSON 6: DEVELOPMENT



*assessing  
conceptual skills  
executing  
interpersonal skills  
technical skills*

### PURPOSE

This lesson introduces you to and explains Cadet Command's Leadership Development Program as it applies to JROTC and to *you*! The focus of this program is to assess *your* leadership ability and potential; therefore, the effort that *you* put into it will directly benefit *you* and will help the instructors and others involved in *your* growth and development to better predict *your* success and potential to be a cadet leader.

### INTRODUCTION

Having an assessment and development process of some kind is a fundamental component of teaching and learning. The study of leadership is no different. Such a process lets those who teach and those who study leadership know when and to what degree they have been successful.

### LEADER DEVELOPMENT PROCESS

The Leadership Development Program (LDP) is based on the principle that cadets be "*trained to standards.*" This training is a cycle of activity (train, evaluate, counsel, retrain, and reevaluate) that ends only when you achieve established standards. Evaluation is a fundamental part of training — it lets both you

and your instructors know when and to what degree they have been successful.

An indispensable feature of evaluation is the process of assessing growth and development, and the fundamental assessment tools are counseling opportunities and feedback. You will be counseled, developed, and your progress assessed throughout the remainder of your cadet experiences in JROTC. You will be involved in instruction that will provide you with progressive experiences that will challenge you mentally and physically. As you progress, and the expectation of your performance increases, the instructor staff will assess and counsel your growth and development.

### LEADERSHIP ASSESSMENT PROCESS

With the focus of the Leadership Development Program being to assess your leadership ability and potential, its aim is to develop you to the maximum extent possible. The instructors will carefully assess you each time they place you in a leadership position. When you are not leading, they will assess you as a follower.

Leadership opportunities provide practical applications in the exercise of leading and caring. It is under these conditions that your growth and development are maximized. The instructor staff will document and measure your growth and development against established standards, and not in terms of cadet against peer. You will also receive timely feedback and have the opportunity to write self-assessments.

### FEEDBACK

One key to your growth in technical and leadership skills and abilities is in receiving positive feedback. Each time

instructors assess your performance, they will address notable strengths and weaknesses as well as specific means for making improvement. Common means of providing feedback may include written test scores, performance results, counseling sessions, and coaching.

### LEADERSHIP OPPORTUNITIES

Leadership opportunities in the assessment process are intended to:

- ✓ Build in you the skill and confidence to influence others to get things done.
- ✓ Develop your character by reinforcing the values, attributes, and skills desired in a leader.

#### DID YOU KNOW?

Good individual *character* is a prerequisite for good leadership.

- ✓ Develop your ability to accomplish missions while caring for people and building capabilities for the future.

The instructor staff will plan for a variety of leadership opportunities to meet the quantity and variety of objectives you will encounter in JROTC. Over time, these different assignments will provide a wide variety of long- and short-term opportunities. Some typical opportunities are:

- ⇒ A senior position in the cadet chain of command other than what you currently hold for a designated period of time
- ⇒ Leader during a ceremony, inspection, etc.
- ⇒ Trainer or coach during a *Leadership Lab* class
- ⇒ Assistant instructor for a *First Aid* or *Map Reading* class
- ⇒ Team leader for a Color Guard performance

- ⇒ Team leader for a drill event
- ⇒ Community service project leader
- ⇒ Class trainer or instructor for a specific task or presentation

### GOAL OF LEADERSHIP ASSESSMENT

The goal of leadership assessment is to develop competent and confident leaders. It should be a positive and useful experience. To do an assessment, the instructors will make judgments about how well you act and cause others to act in terms of certain dimensions or criteria. Therefore, they will make judgments regarding:

- Your values.
- The attributes and skills that you appear to have, based on how well you reflect them in your actions and behavior. In this case, skills refers to abilities or competencies and behavior refers to performance, or the application of those skills consistent with or influenced by your character.

To cause development of an individual, instructors will counsel and coach you on how to improve your values, attributes, skills, and/or actions. A fundamental belief is that a person can learn and develop all of these qualities.

The goal, then, is to develop better cadet leaders now so they will continue to use their leadership skills and abilities throughout the rest of their life. Instructors can influence this goal by the success of their leadership assessment and development efforts.

## LEADERSHIP DIMENSIONS

In the Leadership Development Program, the foundation for assessment of your leadership potential and development are the *seven leadership values* and *the 15 dimensions*. The aspects of character and competence of leaders and their actions to achieve excellence are the basis for these leadership dimensions. Do you recall the *BE*, *KNOW*, *DO* attributes? Character describes what leaders must *BE*, competence refers to what they must *KNOW*, and actions are what leaders must *DO*.

Along these same lines, the 15 dimensions are broken down into the three categories of attributes (*BE*), skills (*KNOW*), and actions (*DO*). (**Note:** As you study these 15 dimensions, notice the similarities between them and other leadership concepts that we have been presented.)

With all seven values and each dimension, there are performance indicators and standards that help the instructors to define what your minimum acceptable performance should be. Essentially, these indicators guide their judgment process and aid in the overall consistency in making assessments about your growth and development.

### CHARACTER AND COMPETENCE

The aspects required for leaders to have character and competence are the seven leadership values. Understanding these values is only the first step. As a leader, you must not only understand them, you must believe in them, model them in your own actions, and teach others to accept and live by them. They are listed in order to form the acronym LDRSHIP.

- ❑ **Loyalty:** Bear true faith and allegiance to the *U.S. Constitution*, your unit, and friends.

- ❑ **Duty:** Fulfill your obligations.
- ❑ **Respect:** Promote dignity, consideration, fairness, and equal opportunity; treat people as they should be treated.
- ❑ **Selfless Service:** Place the welfare of the nation, your community, your unit, and your subordinates before your own.
- ❑ **Honor:** Adhere to the code of values.
- ❑ **Integrity:** Exhibit high personal moral standards.
- ❑ **Personal Courage:** Face physical and moral adversity.

## THE 15 DIMENSIONS

### Attributes (What Leaders Must BE)

Values tell us part of what the leader must *BE*; the other side of what a leader must *BE* are the leader attributes. Leader attributes influence leader actions; leader actions in turn always influence the unit. Attributes are a person's fundamental qualities and characteristics. They are more or less permanent, yet you can develop them over time through correct and habitual practices. They are:

1. **Mental:** Possess will, initiative, and discipline, self-judgment, self-confidence, intelligence, and cultural awareness.
2. **Physical:** Maintain appropriate level of physical fitness and professional bearing.
3. **Emotional:** Display self-control, balance, and stability; be calm under pressure.

### *Skills (What Leaders Must KNOW)*

Skill development is a part of self-development and is a prerequisite to action. Values and leader attributes form the foundation of character, which in turn serves as the basis of knowing (competence) and doing (leadership). The self-discipline that leads to teamwork is rooted in character. Teamwork depends on the actions of competent leaders of proven character who know their profession and act to improve their units. The best leaders constantly strive to improve and to get better at what they do. Their self-discipline focuses on learning more about their profession and continually getting the team to perform better. They build competence in themselves and in their subordinates. Leaders develop competence by developing at least three types of skills.

4. Conceptual skills — *skills with ideas*: Demonstrate sound judgment, problem-solving, critical/creative thinking, and moral reasoning.
5. Interpersonal skills — *people skills*: Coach, teach, counsel, motivate, and develop subordinate leaders.
6. Technical skills — *job skills*: Possess the necessary expertise to accomplish all tasks.

### *Actions (What Leaders Must DO)*

Leaders act. They bring together everything they are, everything they believe, and everything they know how to do to provide purpose, direction, and motivation. Leaders work to influence people, operate to accomplish the mission, and act to improve their unit.

Developing the right values, attributes, and skills is only preparation to lead. Leadership does not begin until you act. Leaders who live up to values, who display attributes, who are competent, who act at all times as they would have their subordinates act, will succeed. Leaders who talk a good game,

but cannot back their words will fail in the long run.

Leader actions fall into the three categories of influencing, operating, and improving.

Influencing is the method of reaching goals while operating and improving. It consists of the following dimensions:

7. Communicating: Display good oral, written, and listening skills.
8. Decision-making: Employ sound judgment and logical reasoning; use resources wisely.
9. Motivating: Inspire, motivate, and guide others toward mission accomplishment.

Operating is what you do to accomplish the mission in the short-term, to get the job done on time and to standard. It consists of the following dimensions:

10. Planning and preparing: Develop detailed executable plans that are feasible, acceptable, and executable.
11. Executing: Meet mission standards, take care of subordinates, and efficiently manage resources (time, people, and material).
12. Assessing: Efficiently and effectively evaluate plans in terms of their purpose and mission to facilitate consistent improvement.

Improving is ensuring the long-term improvement in the organization and its members. It consists of the following dimensions:

13. Developing: Invest adequate time and effort to develop individual subordinates as leaders; this includes mentoring.

14. **Building:** Spend time to improve individuals, teams, groups, and the unit; this includes fostering an ethical climate.
15. **Learning:** Seek self-improvement/growth; envision and adapt to change.

Since people act based on their values, attributes, and skills, supervisors can effectively make assessments of those character qualities. Ultimately, however, whether an individual improves in leadership ability (and self-confidence) is up to that person.

### **ADVANTAGES OF AN ASSESSMENT PROCESS**

An assessment/development process is an aid both to the organization and to the individual. Because of the similarity between test exercises and job requirements, processes like LDP are a valuable tool in making better hiring and promoting decisions. It also serves as a powerful development test since the applicants, following an in-depth feedback session, learn more about their own leadership strengths and weaknesses. Presented below are four of the reasons for the growing interest in these techniques in industry, government, and the military.

#### ***ACCURACY OF THE TECHNIQUE***

Many companies have conducted studies to determine if an assessment/development process can more accurately and reliably predict a job applicant's potential to do a job than that applicants actual job performance. The majority of those studies proved the accuracy of such a process in predicting job performance. Plus, employees hired and promoted by an assessment/development method are more likely to be successful at higher levels than those promoted on the basis of a supervisor's judgment.

#### ***VALUABLE DIAGNOSTIC TOOL***

Applicants who go through an assessment/development process receive detailed feedback on their performance. This feedback serves as a stimulus for their career growth by outlining areas where they need improvement and identifying requirements for further training or experience.

#### ***ACCEPTANCE BY LEADERS***

Top-level supervisors are impressed by the logical format of an assessment/development process. The dimensions are logical in that they simulate the challenges employees may face as they move up in an organization. By using this process as a basis for promoting employees, companies and employers make fewer mistakes while saving time and money.

#### ***FAIRNESS OF THE PROCESS***

In the late 1960s and 1970s, the federal government passed stricter laws regarding employment practices. These laws required businesses to look for fair and effective ways to make hiring and promotion decisions. As a result of successes with assessment/development techniques, more companies began using them.

### **CONCLUSION**

The Leadership Development Program can help you to learn more about your own leadership strengths, weaknesses, and potential; predict your success as a cadet leader; and evaluate how well you can handle certain leadership situations and responsibilities. Your ability to further develop these skills and your leadership potential is up to you. Your growth does not end with this lesson. You must continue to self-develop these skills by applying them to

all types of situations — in school, at work, and throughout your life.

Knowing yourself and making self-assessments are important elements of being a leader. Since the instructors will be evaluating you on the seven leadership values and the 15 dimensions, do a self-assessment to determine what you believe are your strongest and weakest values and dimensions. Identify at least one strategy that you plan to take to improve upon your weak values and dimensions.

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